

## **Graduate Assistant Guidelines**

Our goal is to ensure that graduate assistant assignments be quality and meaningful activities that provide benefits to the graduate student, university, college, and/or faculty member. With that in mind, here are the minimal guidelines for graduate assistantship experiences.

### **Research**

The focus should be on the student (doctoral and masters) being assigned to a meaningful role on a well-conducted research project, and the student benefiting from the quality of the research activities and mentoring. As outlined below, it is also important that students assist in research outcomes, including co-authorship on conference presentations, publications, and/or grant applications.

Doctoral Student – The typical expectation for a graduate assistant with at least 10 hours per week assigned to research is their work in one year will result in at least one collaborative documented research product (e.g., conference presentation, journal article, book chapter, grant submission). Because the timing of research does not always fit within the academic year, it is possible that the research product may not be submitted until after the GA's appointment has ended for that year. It is also understood that in some cases, doctoral students assigned to faculty may not be prepared yet to be active collaborators on a research product or their research assignment may be less than 10 hours per week, so a different set of expectations may need to be developed in these cases. In all cases, the research expectations and proposed research products for each graduate assistant should be discussed with the student and communicated to the school director by September 30.

Master Student – Collect data and/or literature review for a submitted (or to be submitted) peer reviewed journal article, book, or book chapter authored by the faculty member.

### **Teaching**

Teaching assignments are intended to provide the student (doctoral and masters) assistant with meaningful instructional experience while assisting in program needs. Graduate assistants serving as (1) instructor of record, (2)

lab instructor, (3) assistant (grader/discussion leader) for a very large class, (4) practicum supervisor, (5) supervisor for a significant experiential aspect of a course, or (6) mentee for first semester to prepare to be an instructor or record should generally have their time allocated based on a 1 credit hour course = 1/6 time in any given semester. However, exceptions may be made because of rounding for courses with an uneven number of credit hours or to accommodate unusual issues in individual programs. Students may be assigned to assist faculty member with web-based instruction.

### Service/Administration

The expectation is that the assigned work is related to the student's career goals or provides a clear benefit to the student (e.g., experience with analyzing data and information, professional writing). The level of work should be above what would be expected of an undergraduate student worker. In all cases, there must be an identified project(s) for which the student has substantial responsibility and/or clear learning outcomes that will result from the activities.